



POSITION DESCRIPTION

INTERDISCIPLINARY LEADER – POL 4

At Catherine McAuley College we are impelled to thrive and serve.

The Interdisciplinary Leaders (IDL's) are appointed by the Principal and have the overall responsibility for the professional learning culture of the College. IDL's are responsible for fostering the Mercy values of Compassion, Justice, Respect, Hospitality, Courage and Service across the College, consistent with the College's strategic plan, vision, mission and values.

The IDL's promote the College professional learning to the teaching staff and they will develop and nurture a culture where teachers engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice.

IDL's will facilitate teachers to work together to research, plan and design effective teaching strategies and programs and engage teachers in professional dialogue to evaluate and modify teaching strategies and programs.

IDL's will assist teachers engage in regular classroom observation and feedback and articulate how changes in their practice impact on student outcomes

They will ensure there is collective ownership of learning goals and outcomes, for both the individual and whole-school.

KEY RESPONSIBILITY AREAS

Responsibilities and duties are subject to the discretion of the Principal and include:

DEVELOP AND MAINTAIN AN EFFECTIVE CULTURE OF COLLABORATION:

- Establish a plan to have teachers involved in planning and implementing collaborative learning for the whole school;
- Generate support between teachers as peers and between teachers and school leaders;
- Direct and map the focus and structure of collaborative activities in conjunction with other leaders;
- Plan how staff (especially new staff) are acquainted with the school's collaborative approach and expectations;
- Map and document how strategies identified through collaborative activities are implemented in classrooms.

ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING:

- Provide feedback to students on their learning - Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies;

- Interpret student data and coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice supported by the Data Moderator;
- Report on student achievement - Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues;
- Generate cohort research in partnership with the Data Moderator.

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING:

- Evaluate and improve teaching programs - Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.
- Lead the development of staff and students in implementing an understanding of deeper learning, targeting teaching, differentiation, skills and knowledge continuums, community partnerships and preparing students for life after Catherine McAuley College.

ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY:

- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
- Comply with legislative, administrative and organisational requirements. Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
- Initiate and build on opportunities that engage parents/ carers in both the progress of their children's learning and in the educational priorities of the school.
- Engage with professional teaching networks and broader communities. Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

LEAD PROFESSIONAL LEARNING:

- Create a base of pedagogical knowledge that is distributed among teachers;
- Establish a professional learning that collaborates regularly with a focus on achieving continual school improvement. The group will share and interrogate their practice, and together, learn and apply new and better approaches to enhance student learning.
- In conjunction with Leaders facilitate Annual Review Meetings (ARM's) - Peer observation involves teachers observing each other's practice and learning from each other. Teachers have the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.
- Instructional Coaching comprises a collaborative partnership supporting teachers' goal-setting, using research-informed teaching practices.
- Promote collaboration in a range of informal activities
- Engage in professional learning and improve practice.
- Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
- Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
- Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

FOSTER COLLABORATION:

- Drive collaborative learning by analysis of student data and focused upon the development of teachers' knowledge, skills and understanding.
- Analyse student work to give teachers opportunities to develop a common understanding of what good work is and what instructional strategies are working.
- Model collaboration when working with colleagues, be open to feedback and share decision making responsibilities
- Provide professional learning for school staff in using collaborative strategies.

NURTURE CULTURE:

- Understand and drive culture change;
- Be responsive to the complex, challenging and changing environment and the diverse nature of the College context;
- Help to establish clarity of purpose and empower others to share in the decision making process;
- Draw on the knowledge and skills of staff members to support change.

POLICY:

- Contribute to the development, maintenance and implementation of efficient administrative policies, programs and procedures;
- Contribute to and implement the College's strategic plan, vision, mission and values while taking a leadership role in the coordination, monitoring and updating of the strategic plan.

KEY SELECTION CRITERIA

Essential qualifications, skills and experience:

EDUCATION AND EXPERIENCE:

- Teaching qualifications;
- Current Victorian Institute of Teaching (VIT) registration;
- Accreditation to teach in a Catholic school (or be working towards such accreditation).
- Have undertaken, or be exploring the option to undertake further tertiary study.

DEMONSTRATED LEADERSHIP ATTRIBUTES:

- A firm belief in and commitment to the integration of our Gospel values and Mercy tradition of the College and an ability to articulate and promote these;
- Demonstrated ability to liaise effectively and regularly with the Directors regarding issues relating to leadership of the College, specifically in the area of interdisciplinary learning;
- Understanding, apply and share contemporary education research theory, practice in pedagogy, assessment and reporting, including relevant State and National policies and compliance requirements;
- Demonstrates and shares the importance of emotional intelligence and empathy in building trust and a positive learning community across the College.
- Demonstrated understanding and knowledge of current educational trends, issues, policies and directions;
- Developed strategies to ensure educational opportunities for all students to reach their full potential.

COMMUNICATION:

- Provide effective communication and feedback opportunities to parents, students and other members of the school community;
- Receive and administer parent and student enquiries particularly those related to learning and teaching and pastoral care.
- Ensure the College promotes outstanding achievement and recognition of students.

PASTORAL CARE AND CHILD SAFETY:

- Be familiar with and comply with the College's Child Safe Policy and Code of Conduct and any other policy, procedures or legislation related to child safety.
- Provide students with a Child-Safe environment and proactively monitor and support student wellbeing.

Essential personal qualities:

- Personal sense of initiative, enthusiasm and high energy;
- Outstanding communication and interpersonal skills to build relationships with key stakeholders;
- Excellent organisational skills, planning, analytical and data mining capabilities;
- Ability to balance the demands of competing projects;
- Commitment to professional learning and continuous improvement;
- A resourceful team member who is able to operate in a mentoring, collaborative and inclusive manner;
- The highest level of loyalty and discretion, and the capacity to maintain the strictest levels of confidentiality;
- Demonstrated interest in ongoing personal professional development.

CONDITIONS

This position is appointed by Mercy Education Limited. Conditions are in accordance with the Victorian Catholic Multi Employer Agreement 2013. This is a full-time position.

Due to the nature of the role, some duties will need to be performed at times other than during the day, including afterhours in the evenings and on weekends.

No position description can be entirely comprehensive and the incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.

ACCOUNTABILITY

Reports to:	Principal, Deputy Principals and Directors.
Internal liaisons:	Principal, Deputy Principals, Directors, Year Level Leaders, Data Moderator, Activities Leader, Registrar, teaching and non-teaching staff and whole College community.
External liaisons:	CEO Sandhurst, CEM, VCAA
Review and Appraisal:	As an employee of Mercy Education Limited this appointment will comply with the contract of employment.
Professional development:	Undertake professional development as the position required.